

# A Study of Life-Skills In Relation To the Self Concept of Female Students in BPSMV, Khanpur Kalan, Sonipat

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## Abstract

The present study was undertaken to examine the life-skills in relation to the self-concept of female students in BPSMV, Khanpur kalan, Sonipat. 100 girls (50 hosteler and 50day scholars) of the BPSMV, Khanpur kalan, Sonipat. Self-concept rating by R.K. Saraswat (New Delhi) and Life- skill Assessment scale by Nair A.R.K. Subasree R. Ranjan Sunitha is used for data collection. Mean, Standard deviation, correlation and 't' test were used as statistical techniques to analyse the data. The study found that there is low/high positive correlation between life skill and self-concept. Further it can be inferred that higher the life skills better the self-concept will be.

## Keywords

Life skills, Self- concept, Hostels students, Day scholars

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Date of Submission: 12-04-2024

Date of acceptance: 25-04-2024

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## I. Introduction

The self-concept and life skills of students can provide valuable insights into how students perceive themselves, their abilities, and how they approach a better learning in future life. Having capacities and abilities are not assurance and seal for success. An individual gets the concept of his abilities in the society.

### Life Skills

Life skills are essential skills that enable individuals to effectively tackle the stress and demands of life. These skills include a wide variety of psychosocial and interpersonal skills that enable individuals to make informed decision, solve problems, think critically and creatively, communicate effectively, have healthy relationships, empathize with others, and manage their lives in a productive manner.

Decision-making, problem-solving, creative, and critical thinking, communication, self-awareness, empathy, assertiveness, equanimity, resilience, and dealing with emotions and stress are among the key skills identified by the world health organization (WHO). These skills are essential for personal growth, successful adulthood transitions, and overall well-being. Life skills are not limited to specific situations, but they are applicable to a variety of areas of life. They include practical skills such as negotiation, time management, leadership, parenting and continuous improvement in the end, the ability and willingness to learn new skills are vital in enhancing one's knowledge of the world and preparing individuals to tackle life's challenges with resilience and adaptability.

### Self-Concept

In psychology self-concept refers to the image that an individual has of themselves that is influenced by interactions with significant people in their lives. It includes personal and social identities as proposed by the self-categorization theory. This idea changes with time, being shaped by self-image, self-esteem, and ideal self, which represents one's aspiration and goals. Self-concept is multidimensional and begins as a child. With various aspects such as occupation, location, and personal characteristics contributing to its breadth as defined by Carl Rogers, three components of self-concept are self-image, self-esteem, and the ideal self. Self-image is how people perceive themselves, self-esteem reflects their assessment and the importance placed on it, and the ideal self represents who they aspire to be. These elements work together to form a holistic picture of oneself, influencing how individuals relate to others and the world around them.

Physical characteristics: in their self-concept, individuals include physical characteristics such as height, weight, or length.

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Personality qualities: stable traits such as being warm shy, or persistent contribute to the self-concept.

Social identity: being an artist, Jewish or a family member is a part of the self-concept.

Self- concept has been referred by Lowe (1961) as one's attitude towards self, and by, Paderson (1965) as an organized configuration, of perception, belief, feelings, attitudes, and values which the individual view as a part of characteristics of himself. Rogers (1951) defined self- concept as "An organized configuration of perception of self which are admissible to awareness. It is compared of such elements as the perceptions of one's characteristics and abilities, the precepts, and concepts of the self in relation to others and to the environment, the value qualities which are perceived as associated with experiences and objects, and ideals which are perceived as having positive or negative valence." Saraswat and Gaur (1981) describe self-concept as "The self-concept is the individual's way of looking at himself. It also signifies his way of thinking, feeling, and behaving."

## **II. Review of the study**

**Boler and Aggleton (2005)** This study explores why life skills or has become popular. They explain that the ideas originally come from treating mental health issues and from management training. They also mention how quickly these ideas have spread to other areas like HIV and AIDS as well as sexual health.

**Marsh and Craven (2006)** Self-concept is made up of different parts like how we think about ourselves, and how we act. Self-concept can affect how well we do in school, how motivated we are and how happy we feel.

**Marsh and O'Mara (2008)** They studied how academic self-concept, self-esteem, achievement, and attainment influence each other over seven years in adolescents. They discovered that academic self-concept and achievement have a strong connection, with each one influencing the other. They highlighted the back-and-forth and changing nature of the relationship between self-concept and achievement as time goes on.

**Yankah and Aggleton (2008)** This study suggested life-skills can help to solve in many problems in life, programmes based on life-skills have been successful in decreasing alcohol and tobacco use, substance abuse, gong crime, and reoffending. They promote clear thinking, positive attitudes, and safety. The term LIFE-SKILL is used in various ways, and while it brings optimism, it also highlights the importance of defining and using it more precisely.

**Amundson (2012)** This study found that teaching life skills can make students do better in school, keep them interested in learning, and help them grow as individuals. Life skills are the knowledge, attitudes, and abilities that help people deal with the everyday challenges of life. Skills like critical thinking, problem-solving, communication, and decision-making are important for doing well in school and staying healthy.

**S Khera, S Khosla (2012)** This is the study of core life-skills of adolescents in relation to their self-concept developed through yuva school life skill programme. These are related to social sciences and interdisciplinary research.

**Parveen Ahamad Lone, Teriq Ahmad Lone (2016)** Self-concept refers to the whole set of perceptions, beliefs, and perceptions that a person has of himself, while academic success or performance are determined by experience. The degree to which a student, teacher or college has completed their education.

**Dr. Anisha, Km. Shivani Chaudhary, Ms. Pooja, Mr. Manoj Kumar. (2023).** A Study of the Life Skills of Students of Institute of Higher Learning in Relation to Self-Concept . The sample for this study consisted of 100 (Science and Art) students from the Institute of Higher Learning at BPSMV University. The Nair R. K. Subasree R, Ranjan Sunitha (2010) life skill questionnaire and the R. K. Saraswat (2010) self-concept rating scale were used to investigate the relationship between life skills and self-concept. The data were analyzed statistically using mean, standard deviation, the 't' test and the 'r' statistic. According to the study, there was high positive link between self-concept and life skills among Institute of higher learning of Bhagat Phool Singh Mahila Vishvidyalya Khanpur Kalan Sonipat.

### **Objective of the study**

1. To find out the relationship between life-skills and self-concept.
2. To compare the self-concept of hosteler and day scholars' girl students of BPSMV, Khanpur Kalan, Sonipat.
3. To compare the life skills of hosteler and day scholars' girl students of BPSMV Khanpur Kalan, Sonipat.

### **Hypothesis**

1. There is a positive relation between life skills and self-concept of girl students in BPSMV, Khanpur kalan, Sonipat.

1. Dr. Anisha, Km. Shivani Chaudhary, Ms. Pooja, Mr. Manoj Kumar. (2023). A Study of the Life Skills of Students of Institute of Higher Learning in Relation to Self-Concept.

2. Dhingra Priya, Poonam Rani, Kaushal, Sonali. (2022). A study of the life skills of higher secondary school students in relation to self-concept.

The above two studies support our hypothesis.

2. There is no significant difference in self-concept of hosteler and day scholars' girl students in BPSMV, Khanpur kalan, Sonipat.

3. There is no significant difference in life-skills of hosteler and day scholars' girl students in BPSMV, Khanpur kalan, Sonipat.

### **III. Research Methodology**

Descriptive survey method was used in the present study.

#### **Population**

All girl students of Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur kalan, Sonipat comprised the target population for the present study.

#### **Sample**

For the present study a sample of 100 girls (50-hostels students and 50-day scholars' students) of BPSMV, Khanpur kalan, Sonipat were taken.

#### **Tool used for data collection**

- Self-concept rating by R.K. Saraswat, New Delhi (2010)
- Life- skill Assessment scale by Nair A.R.K. Subasree R. Ranjan Sunitha (2010)

#### **Statistical technique used**

- Mean
- SD
- 't' test
- Correlation

### **IV. Results and Discussion**

Objective 1: To find out the relationship between life skills and self-concept of girl students in BPSMV, Khanpur kalan, Sonipat

Hypothesis 1: There is a positive relationship between life skills and self-concept of girl students in BPSMV, Khanpur kalan, Sonipat

**TABLE-1**

The relationship between life skills and self-concept of girl students in BPSMV, Khanpur kalan, Sonipat

VARIABLES	N	Mean	S.D.	r- value
Self-concept	100	175	17.38	0.150093
Life skills	100	384	32.29	-----

#### **Interpretation**

It can be seen from the table 1 that the 'r' value of life skills and self-concept is 0.15. So, it can be interpreted that there is low positive correlation between life skill and self-concept among girl students of BPSMV, Khanpur kalan, Sonipat as both the variables are significantly related to each other. So, the hypothesis "There is a positive relationship between life skills and self-concept of girl students in BPSMV, Khanpur kalan, Sonipat" is accepted.

Objective 2: To compare the self-concept of hosteler and day scholars' girl students of BPSMV, Khanpur Kalan, Sonipat.

Hypothesis 2: There is no significant difference in self-concept of hosteler and day scholars' girl students in BPSMV.

**TABLE-2**

Comparison of self-concept of hostelers and day scholars' girl students in BPSMV, Khanpur kalan, Sonipat.

Variables	Categories	N	Mean	S.D.	t- value
Self-concept	Hostelers	50	174.2	15.38	0.89
---	Day scholars	50	174.84	17.63	----

#### **Interpretation**

It can be seen from the table 2, the mean score of self-concept by hostelers and day scholars is 174.2 and 174.84 respectively. The S.D. of hostelers and day scholars girl students of BPSMV, Khanpur kalan, Sonipat comes out to be 15.38 and 17.63 respectively 't' value is 0.89 which is less than table value 1.98 at 0.05 significance. So, the hypothesis "there is no significant difference in self-concept of hosteler and day scholars' girls in BPSMV,

Khanpur kalan, Sonipat” is accepted and it can be concluded that both hostellers and day scholars have same level of self-concept.

Objective 3: To compare the life skills of hosteler and day scholars’ girl students of BPSMV Khanpur Kalan, Sonipat.

Hypothesis 3: There is no significant difference in life-skills of hosteler and day scholars’ girl students in BPSMV.

**TABLE-3**

Comparison of life skills of hosteler and day scholars’ girl students in BPSMV, Khanpur kalan, Sonipat

Variables	Categories	N	Mean	S.D.	t- value
Life skills	Hostelers	50	373.08	24.39	0.0054
----	Day scholars	50	393.48	37.22	----

### Interpretation

It can be seen from the table 3, the mean score of life skills by hosteler and day scholars is 373.08 and 393.48 respectively. The S.D. of hostelers and day scholars of BPSMV, Khanpur kalan, Sonipat comes out to be 24.39 and 37.22 respectively ‘t’ value is 0.0054 which is less than table value 1.98 at 0.05 significance. So, the hypothesis “there is no significant difference in life skills of hostelers and day scholars’ girl students in BPSMV, Khanpur kalan, Sonipat” is accepted and it can be concluded that both hostelers and day scholars have same level of life skills.

### V. Conclusion

The results of the present study indicates that there is low positive correlation between self-concept and life skill of girl students in BPSMV, Khanpur kalan, Sonipat. On the result of present study, it can be concluded that proper care should be taken while modify the self-concept as higher self-concept led to higher life skills development.

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